

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T222 / AFTER ACTION REVIEW (AAR)
Effective Date	03 Oct 2003
Supersedes TSP(s) / Lesson(s)	T202, After Action Review (AAR), February 1999 T202-RC, After Action Review, June 2001
TSP Users	400-PLDC, Primary Leadership Development Course. 400-PLDC PH II, Primary Leadership Development Course Phase II
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Planning and Conducting an After Action Review (AAR).

This TSP
Contains

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AFTER ACTION REVIEW (AAR)
T222 / Version 1
03 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 400-PLDC PHII	<u>Version</u> 1	<u>Course Title</u> Primary Leadership Development Course, PHII								
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>									
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>									
Academic Hours	<p>The academic hours required to teach this lesson are as follows:</p> <p style="text-align: center;">Resident <u>Hours/Methods</u> 1 hr 5 mins / Conference / Discussion 45 mins / Practical Exercise (Performance)</p> <p>Test 0 hrs Test Review 0 hrs</p> <p style="text-align: center;">Total Hours: 2 hrs</p>										
Test Lesson Number	<u>Hours</u>		<u>Lesson No.</u>								
	Testing (to include test review)		N/A								
Prerequisite Lesson(s)	<u>Lesson Number</u> None	<u>Lesson Title</u>									
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.										
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.										
References	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;"><u>Number</u></th> <th style="width: 30%;"><u>Title</u></th> <th style="width: 20%;"><u>Date</u></th> <th style="width: 25%;"><u>Additional Information</u></th> </tr> <tr> <td>FM 7-1</td> <td>Battle Focused Training</td> <td>06 Jun 2003</td> <td></td> </tr> </table>			<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>	FM 7-1	Battle Focused Training	06 Jun 2003	
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>								
FM 7-1	Battle Focused Training	06 Jun 2003									

Student Study Assignments

Before class--

- Read SH-1, Advance Sheet.
- Read SH-2, Extracts from FM 7-1.
- Read SH-3, Comparison of a Critique with an AAR.

During class--

- Participate in classroom discussions.
- Complete the practical exercise.

After class--

- Turn in recoverable reference materials.

Instructor Requirements

1:8, SSG, PLDC graduate, ITC, and SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Inst Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:2	N	1	N
559359 SCREEN PROJECTION	1:16	1:2	N	1	N
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	N	1	N
7110-00-132-6651 CHALKBOARD	1:16	1:2	N	1	N
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	N	1	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	N	1	N

Materials Required**Instructor Materials:**

- TSP
- Viewgraphs: 4

Student Materials:

- SH-1, Advance Sheet.
- SH-2, Extracts from FM 7-1.
- SH-3, Comparison of a Critique with an AAR.
- Pen or pencil and writing paper.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Santa Barbara, Robert	GS-09	Training Specialist	
Barnes, Ronnie G.	MSG	Chief, PLDC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

One of your most important responsibilities as a leader is to train your subordinates. To do that effectively, you must use every means available to make sure your soldiers actually learn during training. Soldiers learn best when they “discover” an answer or solution on their own. Learning is most effective when you train and evaluate at the same time. You, as a leader and trainer, must learn how to do this. The best way to accomplish this is to use an after action review.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Apply the after action review process.
Conditions:	In a classroom environment and in a situational training exercise (STX) while serving as a leader.
Standards:	Applied the AAR process in accordance with FM 7-1.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

Throughout PLDC, your instructor will conduct after action reviews. Since you will also conduct training sessions, you must conduct an AAR at the end of each session. One of these training sessions will be during the Training the Force module. The AARs will not affect your academic rating for the course.

**Instructional
Lead-In**

During the training lessons and the situational training exercise (STX), you will actually conduct training sessions. Once the training concludes, you will have to review what took place. If you understand what an AAR is and how to conduct one, your training review process will be beneficial and relatively easy to accomplish.

During this lesson, you will learn--

- What an after action review (AAR) is and its purpose.
 - How to plan an AAR.
 - How to prepare for an AAR.
 - How to conduct an AAR.
 - How to use the results of an AAR.
-

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Define the after action review (AAR) and its purpose.
CONDITIONS:	In a classroom environment given SH-2 (FM 7-1).
STANDARDS:	Identified what an after action review is and its purpose in accordance with FM 7-1.

1. Learning Step / Activity 1. What an after action review (AAR) is and its purpose.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 15 mins
Media: None

Definition and Purpose of an AAR

NOTE: Have the students refer to SH-2 and follow along in the handout for this entire lesson.

Let's begin our discussion by defining an after action review (AAR).

QUESTION: What is an after action review?

ANSWER: A structured review process that allows soldiers, leaders, and units to discover for themselves what happened during the training, why it happened, and how they can perform the training better.

Ref: SH-2, p SH-2-2 (FM 7-1)

The purpose of the AAR is twofold. First, it allows soldiers to discover for themselves what happened during training and why. And second, it tells soldiers how to improve future performance.

The AAR is a professional discussion that leaders conduct after each training event, and the discussion focuses directly on mission accomplishment. It stresses meeting standards and does not determine winners or losers. The AAR involves soldiers and leaders in the analysis of training, brings out and reinforces important learning points, and links the lessons learned to subsequent training.

AAR vs. Critique

It is important to remember that an AAR is not a critique. A critique has only one viewpoint, usually that of the senior observer controller (O/C) or unit leader. This does not allow for soldiers' observations, discussion of events, and comments. This means that critiques are less effective than AARs in getting the most from training. Moreover, the limited and often biased point of view of a critique prevents the open discussion of training events. A critique also prevents soldiers from learning from their mistakes.

AARs are not critiques because they do not determine success or failure. When you use an AAR, you avoid lecturing your soldiers in what went wrong, and this makes it easier for them to learn.

NOTE: Refer students to Student Handout 3 and compare the difference between an AAR and a critique. Take no more than 5 minutes and discuss the contents of the handout. Ask if there are any questions about the comparison of an AAR and a critique.

Types of AARs

Now that we've seen the difference between an AAR and a critique, let's discuss the types of AARs which leaders may conduct. There are two types of AARs: formal and informal.

The formal AAR is resource-intensive and requires more detailed planning, coordination, preparation, and resources. Units normally conduct formal AARs at company level and above. Leaders normally schedule and conduct formal AARs as a part of external and internal evaluations. At the close, the AAR leader summarizes comments from the observers, covering the strengths and weaknesses discussed during the AAR. This summary also covers what the unit needs to do to correct weaknesses.

The AAR that you will participate in most of the time will be the informal AAR. Units usually conduct informal AARs for soldier and crew, squad, or platoon-level training or when resources are not available to conduct a formal review. Informal AARs require less preparation and are often on-the-spot reviews of soldier and

collective training performance. These AARs are important since they involve all soldiers and leaders in the participating unit. Leaders can have discussion comments recorded to use in follow-on AARs or can immediately apply the lessons learned as the soldiers repeat the exercise. The conduct of the two types of AARs are very similar.

Ref: SH-2, p SH-2-5 (FM 7-1)

Parts of an AAR

Let's discuss the parts of the AAR.

QUESTION: What are the four parts of an AAR?

ANSWER • Review what should have happened.
• Establish what happened.
• Determine what went right or wrong.
• Determine how to do the task differently the next time.

Ref: SH-2, p SH-2-2 (FM 7-1)

First, you and your soldiers review the training plan to determine what should have happened in the training. Once you have done this, you identify what did happen during the training. Here, you must include the thoughts and points of view of not only your soldiers but the opposing force (OPFOR) as well.

The third part of the AAR is very important because this is when you determine what went right and what went wrong with the training. This is when you as the leader must be careful and not let the AAR turn into a critique session.

Finally, as a group, you and your soldiers must determine how you will perform the task or mission differently the next time you conduct training. You play a critical role in guiding the AAR discussion so that the conclusions reached are doctrinally sound. You will actually lead your soldiers in determining exactly how to perform differently the next time. That's why you should plan AARs at the completion of each mission or phase of training. AARs provide immediate feedback to your soldiers and reinforce and increase the learning that takes place as a result of the training.

CHECK ON LEARNING:

QUESTION: What is the purpose of the AAR?

ANSWER: It allows soldiers to discover what happened during training, why it happened, and how they may improve future performance.

Ref: SH-2, p SH-2-2 (FM 7-1)

QUESTION: What are the four parts of an AAR?

ANSWER:

- Review what should have happened.
- Establish what happened.
- Determine what went right or wrong.
- Determine how to do the task differently the next time.

Ref: SH-2, p SH-2-2 (FM 7-1)

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the after action review process.
CONDITIONS:	In a classroom environment given SH-2 (FM 7-1).
STANDARDS:	Identified the AAR process in accordance with FM 7-1.

1. Learning Step / Activity 1. Identify the After Action Review (AAR) process.

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 30 mins
Media: VGT-1 thru VGT-4

AAR Executing Sequence

So far, we have defined the AAR and looked at what comprises an AAR. Now let's look at the steps for executing the after action review.

QUESTION: What are the four steps in the execution sequence of an AAR?

ANSWER: Planning, preparing, conducting, and following up (using AAR results).

Ref: SH-2, p SH-2-6 (FM 7-1)

Planning

As a leader, you must know these steps in order to derive the maximum benefit from the AAR process. You need to remember that the objective of an AAR is to promote learning. The first thing you must do is develop a plan for your AAR. Without one, you may fail to provide your squad with the feedback they need from the training. As a part of the planning stage, there are certain steps you must take.

SHOW VGT-1, PLANNING

PLANNING
<ul style="list-style-type: none">• Who will observe the training and who will conduct the AAR.• Reviewing the training and evaluation plan.• Schedule stopping points.• What trainers should evaluate.• Who attends.• When and where the AAR will occur.• What training aids will be used.

Ref: SH-2, pp SH-2-6 thru SH-2-8 (FM 7-1)

It is important that you begin to plan by establishing what you want to accomplish in the AAR. You do this by establishing objectives.

Determine who will observe the training and conduct the AAR for the element observed. You or the selected observer must have the qualifications to evaluate the training; that is, be able to perform the task, have the experience in the duties you are to evaluate and be knowledgeable in current doctrine. Provide the training and

evaluation plan for review to the observers. You should also plan stopping points during the exercise for AARs. Since an observer can neither see everything each soldier does during an exercise nor review the entire exercise at one AAR, you should schedule stopping points at the end of each essential task or major event.

You should also review the training and evaluation plan and identify who will attend the AAR. Ensure that, at a minimum, a representative from the evaluation team and OPFOR, and the soldiers who did the training are present. Select your location and ensure that it is large enough to accommodate the size of the group that will attend.

Determine whether or not you will require training aids, such as maps, sand tables, or easels. Draft the AAR plan. The final step in the planning process is to review the unit's training objectives and plans.

REMOVE VGT-1

NOTE: Take no more than 5 minutes to discuss the AAR plan. Ask if there are any questions concerning the planning phase and provide answers if necessary.

Preparation

SHOW VGT-2, PREPARING

PREPARING

- Review training objectives, orders and doctrine.
- Identify key points.
- Observe the training and take notes..
- Select the AAR site.
- Collect observations from other observers and controllers.
- Organize.
- Rehearse.

T222/ OCT 03/ VGT-2

Ref: SH-2, pp SH-2-8 thru SH-2-10 (FM 7-1)

Once you plan the AAR, you then prepare to conduct it. As you prepare to observe and evaluate your squad, you should follow a series of steps to prepare your

AAR. You must start before the training and continue to prepare up to the actual review. Ensure that you review FM 7-1, App C, before the start of training. Focus on actions and events related to the training objectives and take good notes. You must be tactically and technically proficient in the tasks evaluated and know the evaluation standards. Then you must prepare the AAR area and resources as you would for any other class or briefing. Finally, ensure that you organize and rehearse what you are going to say and do during the AAR.

QUESTION: Within the preparation stage, what are the three techniques leaders use to organize AARs?

ANSWER: Chronological order of events, battlefield operating systems (BOS), or key events/themes/issues.

Ref: SH-2, p SH-2-10 (FM 7-1)

The purpose of discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems.

OCs organize the AAR using one of three techniques:

- **Chronological Order of Events.** This technique is logical, structured, and easy to understand. It follows the flow of training from start to finish. By covering actions in the order they took place, soldiers and leaders are better able to recall what happened.
- **Battlefield Operating Systems (BOS).** This technique structures the AAR using the BOS. By focusing on each BOS and discussing it across all phases of the training exercise, participants can identify systemic strengths and weaknesses. This technique is useful in training staff sections.
- **Key Events/Themes/Issues.** Key events discussion focuses on critical training events, which directly support training objectives identified by the chain of command before the exercise began. This technique is particularly effective when time is limited.

REMOVE VGT-2

Conducting an AAR

Now let's look at the third step in executing an AAR--the conduct phase.

Note: Ask several students what important points they should cover when conducting an AAR. After several responses, show the VGT.

SHOW VGT-3, CONDUCTING

CONDUCTING

- Introduction and rules.
- Generate discussions.
- Review of objectives and intent.
- Commander's mission and intent.
- OPFOR commander's mission and intent.
- Summary of events.
- Closing comments.

T222/ OCT 03 / VGT-3

Ref: SH-2, pp SH-2-10 thru SH-2-12 (FM 7-1)

The first thing you should do is give an introduction and state the rules governing the AAR. The introduction should include the following thoughts--

- An AAR is a dynamic, candid, professional discussion of training that focuses on unit performance measured against the Army standard. Everyone must participate if they have an insight, observation, or question which will help the unit identify and correct deficiencies or sustain strengths.

- An AAR is not a critique. No one, regardless of rank, position, or strength of personality, has all of the information or answers. AARs maximize training benefits by allowing soldiers to learn from each other.

- An AAR does not grade success or failure. There are always weaknesses to improve and strengths to sustain.

Soldier participation will relate directly to the atmosphere created during the introduction. The AAR leader should make a concerted effort to draw in soldiers who seem reluctant to participate. The following techniques can help the OC create an atmosphere conducive to maximum participation. The OC should--

- Reinforce the fact that it is permissible to disagree.
- Focus on learning and encourage people to give honest opinions.
- Use open-ended and leading questions to guide the discussion of soldier, leader, and unit performance.
- Enter the discussion only when necessary.

The next step is to restate the objectives and intent of the exercise. The OC reviews unit training objectives the AAR will cover and restates the tasks to review, including the conditions and standards for the tasks.

Using maps, operational graphics, terrain boards, etc., the commander/leader restates the mission and intent. The OC may guide the discussion to ensure everyone understands the plan and the commander's intent. Another technique is to have subordinate leaders restate the mission and discuss the commander's intent.

In a formal AAR, the OPFOR commander explains his plan and actions. Using the same training aids as the friendly force commander, participants can understand the relationship of both plans.

The next step is a summary of events during the exercise. This is where the OC discusses what actually happened during the exercise. As the discussion expands, the OC guides the discussion by using open-ended questions. The OC does not tell the soldiers or leaders what was good or bad. The OC must ensure the unit addresses specific issues, both positive and negative. Skillful guidance of the discussion will ensure the AAR does not gloss over mistakes or unit weaknesses.

The final step is the overall summary of the exercise. During the summary, the OC reviews and summarizes key points identified during the discussion. The OC ends the AAR on a positive note and links conclusions to future training. The OC then leaves the immediate area to allow unit leaders and soldiers time to discuss the training in private.

REMOVE VGT-3

Next is the most important part of the AAR process--follow up using the AAR results.

QUESTION: What is the main benefit of an AAR?

ANSWER: They provide leaders a tool to plan soldier, leader, and unit training.

Ref: SH-2, p SH-2-12 (FM 7-1)

SHOW VGT-4, BENEFITS OF THE AAR

BENEFITS OF THE AAR

- Provides a critical assessment tool.
- Helps plan soldier training.
- Helps correct deficiencies.

T22: OCT 83 / VGT-4

Ref: SH-2, p SH-2-12 (FM 7-1)

AARs are the dynamic link between task performance and execution to standard. They provide commanders a critical assessment tool to plan soldier, leader, and unit training. Through the professional and candid discussion of events, soldiers can compare their performance against the standard and identify specific ways to improve proficiency.

Leaders should not delay retraining except when absolutely necessary. If the leader delays retraining, the soldiers and unit must understand they did not perform the task to standard and that retraining will occur later.

The real benefit of an AAR comes from applying results in developing future training. Leaders can use the information to assess performance and to plan future training to correct deficiencies and sustain demonstrated task proficiency.

REMOVE VGT-4

Break Time: 00:50 to 01:00

2. Learning Step / Activity 2. PE-1

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 45 mins
Media: PE-1

NOTE: Pass out the PE to all students. Give them 30 minutes to complete the requirements and then discuss the answers from each student. Remember, there is no single correct solution to this PE.

CHECK ON LEARNING:

QUESTION: What are the four steps in the execution sequence of an AAR?

ANSWER: Planning, preparing, conducting, and following up (using AAR results).

Ref: SH-2, p SH-2-6 (FM 7-1)

QUESTION: What qualifications must an observer meet to evaluate training?

ANSWER: Can demonstrate proficiency in the tasks the unit is practicing, are knowledgeable of the duties they are to observe, and are knowledgeable of current doctrine and TTPs.

Ref: SH-2, p SH-2-6 (FM 7-1)

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

QUESTION: SGT Miller's section did not perform it's battle drill to standard during the training exercise. What should be SGT Miller's first step to correct this deficiency?

ANSWER: Provide evaluation feedback by conducting an AAR so the soldiers can discover what happened, why, and how to improve performance.

Ref: SH-2, p SH-2-2 (FM 7-1)

QUESTION: What two types of after action reviews can leaders conduct to review training?

ANSWER: Formal and informal.

Ref: SH-2, p SH-2-5 (FM 7-1)

QUESTION: Your squad just completed a crew drill in preparation for next week's training exercise and they did not perform the task to standard. You conduct an informal AAR as an on-the-spot review of the collective training. What should happen at the conclusion of the AAR?

ANSWER: The crew should record the comments for use in follow-on AARs or apply the lessons learned immediately and perform the drill again.

Ref: SH-2, p SH-2-5 (FM 7-1)

QUESTION: You had difficulties conducting the AAR with your squad after they completed the battle drill since you had problems reviewing the entire drill. What should you plan for before the next AAR?

ANSWER: Stopping points at the end of each essential task or major event.

Ref: SH-2, p SH-2-7 (FM 7-1)

**Review /
Summarize
Lesson**

QUESTION: You are ready to conduct an AAR. What is the first thing you should do?

ANSWER: Introduction and rules.

Ref: SH-2, p SH-2-10 (FM 7-1)

The bottom line of an AAR is to determine how you will go about to improve your performance the next time you train. Using the results of the AAR is just as important as the AAR itself, and the AAR process doesn't end until you and your soldiers use the results to improve performance and combat readiness. You do this by follow-up training and implementing improvements discovered during the AAR. Use the AAR feedback to assess your squad's level of training readiness. The lessons learned from the AAR help to improve your squad's strengths and overcome its weaknesses in training. AARs give you an opportunity to implement lessons learned into future training and to plan training events that will improve the squad's overall performance.

During the last two hours, we discussed the after action review. We looked at the definition of an AAR, its purpose, and the different parts of the AAR. We also discussed the steps in the AAR execution process--planning, preparing, and conducting. The AAR is a valuable tool for you to use to improve the combat readiness of your squads and teams.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO.
Refer student to the Student Evaluation Plan.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Provide remedial training as needed.

Enabling Learning Objective B

Learning Step 1

VGT-1, Planning

PLANNING

- **Who will observe the training and who will conduct the AAR.**
- **Reviewing the training and evaluation plan.**
- **Schedule stopping points.**
- **What trainers should evaluate.**
- **Who attends.**
- **When and where the AAR will occur.**
- **What training aids will be used.**

T222/ OCT 03 / VGT-1

PREPARING

- **Review training objectives, orders and doctrine.**
- **Identify key points.**
- **Observe the training and take notes..**
- **Select the AAR site.**
- **Collect observations from other observers and controllers.**
- **Organize.**
- **Rehearse.**

T222/ OCT 03/ VGT-2

CONDUCTING

- **Introduction and rules.**
- **Review of objectives and intent.**
- **Generate discussion.**
- **Commander's mission and intent.**
- **OPFOR Commander's mission and intent.**
- **Summary of events.**
- **Closing comments (summary).**

T222/ OCT 03 / VGT-3

BENEFITS OF THE AAR

- **Provides a critical assessment tool.**
- **Helps plan soldier training.**
- **Helps correct deficiencies.**

T222/ OCT 03 / VGT-4

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET PE-1

Title	Conduct an informal After Action Review (AAR)		
Lesson Number/Title	T222 version 1 / AFTER ACTION REVIEW (AAR)		
Introduction	The emphasis of this practical exercise is to determine whether or not the students have the capability to perform an after action review.		
Motivator	This practical exercise will provide students the hands-on experience needed to perform an after action review (AAR).		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Identify the After Action Review (AAR) process.</td></tr></table>	Action:	Identify the After Action Review (AAR) process.
Action:	Identify the After Action Review (AAR) process.		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	This practical exercise will measure the level of competence for leading an after action review. This PE will not affect your academic rating for the course.		
Instructional Lead-In	None		
Resource Requirements	<p>Instructor Materials:</p> <p>None</p> <p>Student Materials:</p> <p>None</p>		
Special Instructions	None		

Procedures

Tell the students they have 30 minutes, plus or minus 10 minutes, to complete this practical exercise and during this time they must:

- Read the vignette.
- Develop an outline using the organization points in FM 7-1, SH-2 (Ensure the following points are in the discussion).
 - Determine the training plan.
 - Identify what happened during the training.
 - Identify why it happened during the training.
 - Identify what participants could have done differently to improve performance.
- Develop three thought-provoking questions that will generate discussion about the training event.

Vignette

The unit's mission was to provide transportation support to the Tactical Infantry Movement Bridge. One of the training objectives during the annual tactical evaluation was to demonstrate the ability to maneuver during night conditions to link up with the unit trains at a specific location.

A young transportation section chief was leading a convoy of trucks on a night move to link up with the main convoy when a sudden rainstorm dropped visibility to nearly zero. The section chief became especially concerned because he had not briefed his drivers on what to do during low visibility. However, he had issued strip maps and made contingency plans. When he arrived at the checkpoint to join the main convoy, he got out to check on his vehicles and found three of them missing.

**Feedback
Requirements**

Review and compare the results of the other students as a way of conducting an AAR.

SOLUTION FOR PRACTICAL EXERCISE PE-1

The following points should be similar to the points that students developed.

AAR Outline

- Introduction
Good morning, today we will review the training that we conducted during our Tac-Eval.
- Presentation of the training plan.
Our overall mission is to provide transportation for the Infantry Movement Bridge. During our annual evaluation one of the training objectives was to move during the night time and link up with the unit's trains at a specific location.
- Summary of the event.
Just as the section moved out it began to rain reducing visibility to almost zero. The section chief did not brief the drivers on what to do under these conditions. As a result, when they arrived at the checkpoint three trucks were missing.
- Analysis of key Battlefield Operation Systems (BOS).
The only BOS in jeopardy was the C2 (command and control).
- Discuss training to sustain or improve.
Improve the C2 to ensure that everyone understands and can follow instructions to reach the objective taking in all considerations.
- Conclusion.
The unit failed to meet the standard and requires more training.

Questions:

1. What are some of the main things the briefing should have included?
2. What are some things the drivers should have done?
3. If you were in charge, what would you have done?

NOTE: There is no classroom solution to this PE, and the points could vary. The student solutions should cover the above listed information as a minimum.

Appendix D

Index of Student Handouts

This appendix contains the items listed in this table—

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from FM 7-1	SH-2-1 thru SH-2-12
SH-3, Comparison of a Critique with an AAR	SH-3-1

Student Handout 1

This student handout contains the Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours	This lesson consists of two hours of small group instruction.							
Overview	During this lesson you will learn how to use the after action review process as a way to make sure your soldiers actually learn during their training activities. As an NCO and a leader, you are responsible for training your subordinates. To do this effectively, you must make sure your soldiers discover for themselves what happened in the training and why. You must also evaluate the training to be sure it meets the established standards. The after action review will help you do this.							
Learning Objective	Terminal Learning Objective (TLO).							
	<table><tr><td>Action:</td><td>Apply the after action review process.</td></tr><tr><td>Conditions:</td><td>In a classroom environment and in a Situational Training Exercise (STX) while serving as a leader.</td></tr><tr><td>Standards:</td><td>Applied the AAR process in accordance with FM 7-1.</td></tr></table>	Action:	Apply the after action review process.	Conditions:	In a classroom environment and in a Situational Training Exercise (STX) while serving as a leader.	Standards:	Applied the AAR process in accordance with FM 7-1.	
Action:	Apply the after action review process.							
Conditions:	In a classroom environment and in a Situational Training Exercise (STX) while serving as a leader.							
Standards:	Applied the AAR process in accordance with FM 7-1.							
	<p>ELO A Define after action review (AAR) and its purpose.</p> <p>ELO B Identify the after action review (AAR) process.</p>							
Assignment	The student assignments for this lesson are:							
	<ul style="list-style-type: none">Read Student Handouts 2 and 3.							
Additional Subject Area Resources	None							
Bring to Class	You must bring the following materials to class–							
	<ul style="list-style-type: none">SH-2, Extract from FM 7-1.SH-3, Comparison of a Critique with an AAR.Pencil or pen and writing paper							

Student Handout 2

This student handout contains eleven pages of an extract from FM 7-1.

AFTER ACTION REVIEW

6-36. The after-action review provides feedback for all training. The AAR is a structured review process that allows training participants to discover for themselves what happened, why it happened, and how it can be done better. The AAR is a professional discussion that requires the active participation of those being trained. The AAR is not a critique. It has the following advantages over a critique:

- Focuses directly on key METL-derived training objectives.
- Emphasizes meeting Army standards rather than pronouncing judgment of success or failure (AARs do not determine winners or losers).
- Uses “leading questions” to encourage participants to self-discover important lessons from the training event.
- Allows a large number of soldiers and leaders (including OPFOR) to participate so that more of the training can be recalled and more lessons learned can be shared.

6-36. The AAR consists of four parts:

- ***Review what was supposed to happen (training plan).*** The evaluator, along with the participants, reviews what was supposed to happen based on the commander’s intent for the training event, unit training plan, training objectives, and applicable T&EOs.
- ***Establish what happened.*** The evaluator and the participants determine what actually happened during performance of the training task. A factual and indisputable account is vital to the effectiveness of the discussion that follows. For force-on-force training, OPFOR members assist in describing the flow of the training event and discuss training outcomes from their points of view.
- ***Determine what was right or wrong with what happened.*** The participants establish the strong and weak points of their performance. The evaluator plays a critical role in guiding the discussions so that conclusions reached by participants are doctrinally sound, consistent with Army standards, and relevant to the wartime mission.
- ***Determine how the task should be done differently next time.*** The evaluator assists the chain of command undergoing the training to lead the group in determining exactly how participants will perform differently the next time the task is performed. This results in organizational and individual motivation to conduct future sustainment training to standard.

6-37. Leaders understand that not all tasks will be performed to standard and, in their initial planning, allocate time and other resources for retraining. Retraining allows the participants to apply the lessons learned during the AAR and implement corrective action. Retraining should be conducted at the earliest opportunity to translate observation and evaluation into training to standard. Commanders must ensure that units understand that training is incomplete until the Army standard is achieved.

6-39. The AAR is often “tiered” as a multiechelon leader development technique. Following an AAR with all participants, senior trainers may use the AAR for an extended professional discussion with selected leaders. These discussions usually include a more specific AAR of leader contributions to the observed training results. Commanders use this opportunity to teach, coach, and mentor subordinate leaders to master current skills and to prepare them for future responsibilities.

6-40. During the recovery phase of training execution, a final AAR is conducted. This AAR includes the evaluators or OCs, OPFOR, and unit leaders to review the training just performed and discuss the overall conduct of the exercise. Training weaknesses or shortcomings identified during AARs are included in future planned training. A detailed discussion and example of an AAR is at Appendix C.

APPENDIX C

After Action Review (AAR)

We would be much better served if we could do a better job of accentuating the positive. Pat that young NCO on the back when he does it right. Better yet, have the guts to underwrite NCO mistakes and back up our junior NCOs. Finally, look for solutions and suggest them instead of problems to our commanders

SMA William A. Connelly

Contents	
Definition and Purpose of After-Action Reviews _____	C-1
Types of After-Action Reviews _____	C-2
After-Action Review Planning and Execution Sequence _____	C-3
Planning the After Action Review _____	C-3
Preparing the After Action Review _____	C-5
Conduct of the After-Action Review _____	C-9
Benefits of the AAR _____	C-12
Summary _____	C-13

DEFINITION AND PURPOSE OF AFTER ACTION REVIEWS

C-1. AARs are a professional discussion of an event that enables soldiers/units to discover for themselves what happened and. They provide candid insights into strengths and weaknesses from various perspectives and feedback, and focus directly on the training objectives.

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C-2. AAR's are a key part of the training process and are not cure-alls for unit-training problems. Leaders must still make on-the-spot corrections and take responsibility for training soldiers and units. The goal is to improve soldier, leader, and unit performance. The result is a more cohesive and proficient fighting force.

C-3. Because soldiers and leaders participating in an AAR actively discover what happened and why, they learn and remember more than they would from a critique alone. A critique only gives one viewpoint and frequently provides little opportunity for discussion of events by participants. The climate of the critique, focusing only on what is wrong, prevents candid discussion of training events and stifles learning and team building.

C-4. The purpose of the AAR is to provide the feedback essential to correcting training deficiencies. Feedback should be direct and on-the-spot. Each time incorrect performance is observed it should be noted, and if it will not interfere with training, be corrected. During individual training this is easy to do. In collective training, such as STX, it may not be possible to interrupt the exercise just to correct a soldier who is performing an individual task improperly. This is why an AAR should be planned at the

completion of each mission or phase to provide immediate feedback to the soldiers being trained.

TYPES OF AFTER ACTION REVIEWS

C-5. There are two types of AARs, formal and informal. A formal AAR is resource-intensive and involves the planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel. Informal AARs require less preparation and planning.

Formal

C-6. Leaders plan formal AAR's at the same time they finalize the near-term training plan (six to eight weeks before execution). Formal AAR's require more planning and preparation than informal AARs. They require site reconnaissance and selection, coordination for training aids (terrain models, map blow-ups), and selection, set up, and maintenance of the AAR site.

C-7. During formal AARs, the AAR facilitator (unit leader or OC) provides an exercise overview, and focuses the discussion of events on the training objectives. At the end, the facilitator reviews key points and issues, and summarizes strengths and weaknesses discussed during the AAR.

Informal

C-8. Leaders and OCs use informal AAR's as on-the-spot coaching tools while reviewing soldier and unit performances during training. The informal AAR is extremely important since all soldiers are involved. For example, after destroying an enemy observation post (OP) during a movement to contact, the squad leader conducts an informal AAR to make corrections and reinforce strengths. Using nothing more than pinecones to represent squad members, the squad leader and squad members discuss the contact from start to finish. The squad quickly—

- Evaluates performance against the Army standard. Identifies strengths and weaknesses.
- Decides how to improve performance when training continues.

C-9. Informal AARs provide immediate feedback to soldiers, leaders, and units during training. Ideas and solutions the leader gathers during informal AARs can be immediately put to use as the unit continues its training.

AFTER ACTION REVIEW PLANNING AND EXECUTION SEQUENCE

C-10. To maximize the effectiveness of AARs, formal or informal, leaders must plan and prepare. AAR planning is part of unit near-term planning (six to eight weeks out). During planning, commanders assign OC responsibilities and ensures the allocation of time and resources to conduct AARs.

C-11. The amount and level of detail needed during the planning and preparation process depends on the type of AAR to be conducted and available resources. The AAR process has four steps—

- Step 1. Planning
- Step 2. Preparing
- Step 3. Conducting
- Step 4. Following up (using AAR results)

PLANNING THE AFTER ACTION REVIEW

C-12. Commanders are responsible for planning, preparing, executing, and evaluating, training. All training is evaluated.

C-13. The AAR plan provides the foundation for a successful AARs. Commanders develop an AAR plan for each training event. It contains--

- Who will observe the training and who will conduct the AAR?
- What trainers should evaluate.
- Who attend?
- When and where the AAR will occur?
- What training aids will be used?

C-14. OCs use the AAR plan to identify critical places and events they must observe to provide the unit a valid evaluation; examples include unit maintenance collection points, passage points, and unit aid stations. The AAR plan also includes who will observe and control a particular event. The OC is the individual tasked to observe training, provide control for the training, and lead the AAR.

Selecting And Training Observers Controllers

C-15. When planning an AAR, commanders should select OCs who—

- Can demonstrate proficiency in the tasks to be trained.
- Are knowledgeable of the duties they are to observe.
- Are knowledgeable of current doctrine and TTPs.

C-16. When using external OCs, commanders strive to have OCs who are at least equal in rank to the leader of the unit they will evaluate. If commanders must choose between experience and understanding of current TTPs or rank, they should go with experience.

A staff sergeant with experience as a tank platoon sergeant will be a better platoon OC than a sergeant first class who has no platoon sergeant experience.

C-17. Commanders are responsible for training OCs to include training on how to conduct an AAR. Each OC leads AARs for the element the OC observes, and provides input to the OC for the next higher echelon. Ideally, inexperienced OCs should observe a properly conducted AARs beforehand.

Reviewing The Training And Evaluation Plan

C-18. The commander must specify what the training is intended to accomplish, and be specific on what is to be evaluated. T&EOs provide tasks, conditions, and standards for the unit's training as well as the standard by which leaders measure unit and soldier performance.

C-19. T&EOs are extracted from the ARTEP-MTP or developed from the ARTEP-MTP and appropriate STPs. A copy of the T&EO is given to the senior OC. The senior OC distributes the T&EO to the **OC team** members who review and use it to focus their observations. Using the evaluation plan, OCs can concentrate on critical places and times to evaluate unit performance.

Schedule Stopping Points

C-20. Commanders schedule time to conduct AARs as an integral part of training events. Commanders plan for an AAR at the end of each critical phase or major training event. For example, a leader may plan a stopping point after issuing an OPORD, when the unit arrives at a new position, after consolidation on an objective, etc.

C-21. Commanders should allow approximately 30-45 minutes for platoon-level AARs, 1 hour for company-level AARs, and about 2 hours for battalion-level and above. Soldiers will receive better feedback on their performance and remember the lessons longer as result of a quality AAR.

Determining Attendance

C-22. The AAR plan specifies who attends each AAR. At each echelon, an AAR has a primary set of participants. At squad and platoon levels, everyone should attend and participate. At company or higher levels, it may not be practical to have everyone attend because of continuing operations or training. In this case, unit and OPFOR commanders, unit leaders, and other key players may be the only participants. OCs may recommend additional participants based on specific observations

Choosing Training Aids

C-23. Training aids add to AAR effectiveness. Training aids should directly support discussion of the training and promote learning. Local training support center (TSC) catalogs list training aids available to each unit. Dry-erase boards, video equipment, terrain models, and enlarged maps are all worthwhile under the right conditions. For example, if reconnaissance reveals there are no sites which provided a view of the exercise area, the AAR facilitator may want to use a terrain table.

C-24. Terrain visibility, group size, suitability to task, and availability of electrical power are all things to consider when selecting training aids. The key is planning and coordination. The bottom line is only use a training aid if it makes the AAR better.

C-25. See APPENDIX G for further discussion of home station TSC support and training aids available within the Army training support system (TSS).

Reviewing The AAR Plan

C-26. The AAR plan is only a guide. Commanders and OCs should review it regularly to make sure it is still on track and meets the training needs of the units. The plan may be adjusted as necessary, but changes take preparation and planning time away from subordinate OCs or leaders. The purpose of the AAR plan is to allow OCs and AAR leaders as much time as possible to prepare for the AAR.

PREPARING THE AFTER ACTION REVIEW

C-27. Preparation is the key to the effective execution of any plan. Preparing for an AAR begins before the training and continues until the actual event.

Review Training Objectives, Orders, and Doctrine

C-28. OCs must review the training objectives before training, and again immediately before the AAR. Training objectives are the basis for observations and the focus of the AAR. OCs review current doctrine, technical information, and applicable unit SOPs to ensure they have the tools to properly observe unit and individual performance. OCs read and understand all OPORDs and fragmentary orders (FRAGOs) the unit will issue before and during training in order to understand what is supposed to happen. The detailed knowledge OCs display as result of these reviews gives added credibility to their evaluations.

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Identify Key Events

C-29. OCs identify which events are critical, and make sure they are positioned ed in the right place at the right time to observe the unit's actions. Examples of critical events include—

- Issue of OPORDs and FRAGOs
- TLPs
- Contact with opposing forces
- Resupply and reconstitution operations Passage of lines

Observe The Training And Take Notes

C-30. OCs must keep an accurate record of what they see and hear, and record events, actions, and observations by time sequence to prevent loss of valuable information and feedback. OCs use any recording system (notebook, prepared forms, 3x5 cards) as long

as it is reliable, sufficiently detailed (identifying times, places, and names), and consistent.

C-31. OCs include the date-time group (DTG) of each observation so it can be easily integrated with observations of other OCs. This provides a comprehensive and detailed overview of what happened. When the OCs have more time, they review the notes and fill in any details not written down earlier.

C-32. One of the most difficult OC task is to determine when and where to observe training. The OC does not always need to stay close to the unit leader. The best location is where one can observe the performance of critical tasks and the overall flow of unit actions. The position cannot be a training distracter; look and act like a member of the unit (using individual and vehicle camouflage, movement techniques, cover and concealment, etc.). The OC cannot compromise the unit's location or intent by being obvious. The OC should be professional, courteous, and as unobtrusive as possible at all times.

Selecting AAR Sites

C-33. AARs should occur at or near the training exercise site. Leaders should identify and inspect AAR sites and prepare a site diagram showing the placement of training aids and other equipment. Designated AAR sites also allow pre-positioning of training aids and rapid assembly of key personnel, minimizing wasted time.

C-34. The AAR site should allow soldiers to see the terrain where the exercise took place. If this is not possible, the trainer finds a location that allows them to see the terrain where the most critical or significant actions occurred. The OC should have a terrain model or enlarged map or sketch and a copy of the unit's graphics so everyone can relate key events to the actual terrain.

The OC should make soldiers attending the AAR as comfortable as possible by removing helmets, providing shelter from the elements, having refreshments (coffee, water), thereby creating an environment where participants can focus on the AAR without distractions. Participants should not face into the sun, and key leaders should have seats up front. Vehicle parking and equipment security areas should be far enough away from the AAR site to prevent distractions.

Collect Observations From Other Observers And Controllers

C-35. The senior OC needs a complete picture of what happened during the training to conduct an effective AAR. OCs for subordinate, supporting and adjacent units provide the senior OC a comprehensive review of the unit they observed and their impact on the higher units mission.

C-36. The senior OC also receives input from OPFOR leaders, players, and OCs. The enemy's perspective is critical in identifying why a unit was or was not successful. During formal AARs, the OPFOR leader briefs his plan and intent to set the stage for a

discussion of what happened and why.

Organize The AAR

C-37. The OC gathers all the information, organizing notes in chronological sequence in order to understand the flow of events. The OC selects and sequences key events in terms of their relevance to training objectives, identifying key discussion and/or teaching points.

C-38. The purpose of discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems. OCs organize the AAR using one of three techniques:

- **Chronological Order of Events.** This technique is logical, structured, and easy to understand. It follows the flow of training from start to finish. By covering actions in the order they took place, soldiers and leaders are better able to recall what happened.
- **Battlefield Operating Systems (BOS).** This technique structures the AAR using the BOS. By focusing on each BOS and discussing it across all phases of the training exercise, participants can identify systemic strengths and weaknesses. This technique is useful in training staff sections.
- **Key Events/Themes/Issues.** Key events discussion focuses on critical training events, which directly support training objectives identified by the chain of command before the exercise began. This technique is particularly effective when time is limited.

Rehearse

C-39. After thorough preparation, the OC reviews the AAR format and gets ready to conduct the AAR. The OC then announces to unit leaders the AAR start time and location. This allows enough time for the OC's to prepare and rehearse at the AAR site while unit leaders account for personnel and equipment, perform actions which their unit SOP requires, and move to the AAR site.

CONDUCT OF THE AFTER ACTION REVIEW

C-40. The training exercise has reached a stopping point, AAR preparation is complete, and key players are at the designated AAR site. If necessary, the OC reviews the purpose and sequence of the AAR to ensure everyone understands why an AAR is conducted. It is now time to conduct the AAR.

Introduction And Rules

C-41. The introduction should include the following thoughts--

- An AAR is a dynamic, candid, professional discussion of training that focuses on unit performance measured against the Army standard. Everyone must participate if they have an insight, observation, or question which will help the unit identify and correct deficiencies or sustain strengths.
- An AAR is not a critique. No one, regardless of rank, position, or strength of

personality, has all of the information or answers. AARs maximize training benefits by allowing soldiers to learn from each other.

- An AAR does not grade success or failure. There are always weaknesses to improve and strengths to sustain.

C-42. Soldier participation is directly related to the atmosphere created during the introduction. The AAR leader should make a concerted effort to draw in soldiers who seem reluctant to participate. The following techniques can help the OC create an atmosphere conducive to maximum participation. The OC should--

- Reinforce the fact that it is permissible to disagree.
- Focus on learning and encourage people to give honest opinions.
- Use open-ended and leading questions to guide the discussion of soldier, leader, and unit performance.
- Enter the discussion only when necessary.

Review Of Objectives And Intent

C-43. The OC reviews unit training objectives the AAR will cover and restates the tasks being reviewed, including the conditions and standards for the tasks.

Commander's Mission And Intent (What Was Supposed To Happen)

C-44. Using maps, operational graphics, terrain boards, etc., the commander/leader restates the mission and intent. The OC may guide the discussion to ensure everyone understands the plan and the commander's intent. Another technique is to have subordinate leaders restate the mission and discuss the commander's intent.

OPFOR Commander's Mission And Intent

C-45. In a formal AAR, the OPFOR commander explains his plan and actions. Using the same training aids as the friendly force commander, participants can understand the relationship of both plans.

Summary Of Events (What Happened)

C-46. The OC guides the review using a logical sequence of events to describe and discuss what happened. The OC does not ask yes or no questions, but encourages participation and guides discussion by using open-ended and leading questions. An open-ended question allows the person answering to reply based on what was significant to the soldier. Open-ended questions are also much less likely to put soldiers on the defensive; these questions are more effective in finding out what happened. For example, it is better to ask: "SGT Johnson, what happened when your Bradley crested the hill?" Rather than—. "SGT Johnson, why didn't you engage the enemy tanks to your front?"

C-47. As the discussion expands and more soldiers add their perspectives, what really happened will become clear. The OC does not tell the soldiers or leaders what was good or bad. The OC must ensure specific issues are revealed, both positive and negative.

Skillful guidance of the discussion will ensure the AAR does not gloss over mistakes or unit weaknesses.

Closing Comments (Summary)

C-48. During the summary, the OC reviews and summarizes key points identified during the discussion. The OC ends the AAR on a positive note and links conclusions to future training. The OC then leaves the immediate area to allow unit leaders and soldiers time to discuss the training in private.

BENEFITS OF THE AAR

C-49. AARs are the dynamic link between task performance and execution to standard. They provide commanders a critical assessment tool to plan soldier, leader, and unit training. Through the professional and candid discussion of events, soldiers can compare their performance against the standard and identify specific ways to improve proficiency.

C-50. Leaders should not delay retraining except when absolutely necessary. If the leader delays retraining, the soldiers and unit must understand they did not perform the task to standard and that retraining will occur later.

C-51. The real benefits of AARs comes from applying results in developing future training. Leaders can use the information to assess performance and to plan future training to correct deficiencies and sustain demonstrated task proficiency.

Retraining

C-52. Time or complexity of the mission may prevent retraining on some tasks during the same exercise. When this happens, leaders must reschedule the mission or training in accordance with FM 7-0 and FM 7-1. As part of this process, leaders must ensure that deficient supporting tasks found during the AAR are also scheduled and retrained.

Revised Standing Operating Procedures

C-53. AARs may reveal problems with unit SOPs. If so, unit leaders must revise the SOP and ensure units implement the changes during future training.

SUMMARY

C-54. The After Action Review process makes our Army different than all others, and is a key component in giving our Nation the best trained Army in the World.

Student Handout 3

This student handout contains the Comparison of a Critique with an AAR.

Comparison of a Critique with an AAR

This student handout consists of information on the comparison of a critique with an AAR. It does not contain any doctrine or regulatory guidance. This is a take home handout. Use this information to take care of your soldiers.

Critique	After Action Review
“Can’t you people move any faster than that? You’ll never be the best section if you can’t get a round ready faster than third section. Jones, you’ve got to get the fuze cut quicker...”	“Okay we were awfully slow that time. What happened?”
“But SGT...”	“Well SGT, Jones didn’t get the fuze set fast enough.”
“I don’t want to hear it. You were too slow. Smith, when you hear the deflection, I want you traversing immediately and not swinging back and forth.”	“What happened Jones?”
“Chief, the net was in the way.”	“I couldn’t find the M36 fuze setter, Chief.”
“Then get someone to hold the net. Jones, when you hear the mission, get the net and hold it out of the way. Now let’s get it right this time.”	“Where was it supposed to be?”
	“I don’t know.”
	“What tells you where to put the section equipment?”
	“Uh—the load plan?”
	“Right. That’s why we have one now. Smith, what was the problem in getting on the deflection?”
	“I wasn’t sure which way to go and the net was in the way, Chief.”
	“Well, the net we can fix by moving one support. Anybody know how to help the gunner?”
	“Hey SGT, doesn’t it go left add, right subtract?”
	“Yeah so...” “Well, if the deflection goes up then Smith would have to traverse left wouldn’t he?”
	“That’s right, so let’s see what we’ve learned and try it again.”

